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ABSTRACT

Focusing on areas of development related to Chapter 53 screening, this manual is designed to assist New York City teachers in using the screening results to support optimal development for the children in their classes. Chapter 53 of the Laws of 1980 provides for the screening of all new entrants into the school system, usually in kindergarten or first grade. The manual includes (1) descriptions of skills measured by the screening process; (2) examples of classroom activities that foster skills development and enhancement; and (3) illustrations of the integration of skills development in curriculum areas. Within the five skill areas covered (gross and fine motor development, cognition, receptive and expressive language, and articulation), interdisciplinary activities and/or activities appropriate to specific subject areas are suggested. (RH)

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I Can Do It !

A Chapter 53 Screening Resource for Early Childhood Teachers

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FOREWORD

Meeting the diverse developmental needs of young children is best achieved through individualized instruction. I Can Do It!: A Chapter 53 Screening Resource for Early Childhood Teachers focuses on areas of development related to the Chapter 53 screening. The manual is designed to highlight for teachers and supervisors, the need to use the screening results as well as ongoing observation of children for instructional planning. When teachers know the specific strengths and needs of the children in their classes, they can support the growth of each child.

We hope that the explanations of the skills areas and the sample activities offered in this manual will aid teachers as they creatively guide the individual development of all our young children.

Charlotte Frank

Charlotte Frank

Executive Director
Division of Curriculum and Instruction

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Special appreciation is due to Lila Lasky of the Early Childhood Education Unit for ideas for activities which were illustrated by Caren Lasky.

The manuscript was prepared for production by the Editorial and Production Unit, under the direction of Alaire Mitchell, Assistant Director of Curriculum Research (Acting,) and Maureen Maguire, Production Coordinator. Susan Maria Grathwohl was Project Editor. The cover was designed by Kent Beaty, based on a drawing by Amy Appleman.

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INTRODUCTION

Chapter 53 of the Laws of 1980 provides for the screening of all new entrants into the school system, usually in kindergarten or first grade. The purpose of this manual is to assist teachers in using the results of the screening to support optimum development for the children in their classes. The effective classroom teacher insures ongoing assessment and individualized instruction for each child in the class. The screening process helps the teacher defining the particular areas of strengths and needs of individual children. The teacher then plans instructional activities for individual children, according to their strengths and needs, which develop and enhance skills and learnings.

Many of the measured skills will be strengthened in the natural course of the child's development. Each child acquires skills and knowledge at an individual pace. The teacher's ongoing assessment of the child determines the course of the individualized instruction.

The materials, activities, and teaching/learning strategies that foster the development and enhancement of skills in kindergarten and first grade are integrated into the total life of the classroom. Skills are not developed in isolation, but in consonance with other skills and in the context of integrated activities. For example, the child who draws a picture and then discusses it with a peer or an adult is exhibiting fine motor skills, receptive and expressive language, articulation skills, and cognitive skills.

Awareness of this process of skills integration is an important factor for teachers to consider in planning. A single activity provides opportunities for the development of several skills.

Parent-teacher conferences provide a framework for sharing information about the child and for planning home-school activities to support the child's progress. Knowing the importance of developing a strong network with each child's parents or caregivers, the teacher may choose to encourage their involvement in activities. It is most helpful for the child if the cooperative nature of the activities is emphasized - rather than competitiveness. Each child needs the experiences of success and accomplishment these activities make possible. With this understanding, parents and caregivers can enjoy helping the child achieve proficiency in new skills.

The manual includes:

. Explanations of the following skills measured by the screening process--

1. Gross Motor Development
2. Fine Motor Development
3. Cognitive Skills
4. Receptive and Expressive Language
5. Articulation

. Examples of classroom activities that foster skills development and enhancement.

. Illustrations of the integration of skills development in curriculum areas.

Within the five skill areas, activities will be presented, organized by discipline when appropriate, or grouped in interdisciplinary categories. The teacher will then find many opportunities to adapt activities to the needs of children in creative, individualized ways.

As teachers become accustomed to using not only their own informal assessments of children, but also the screening results to plan individualized instruction, the goal of optimum growth for each child can be more readily achieved. If such individualized instruction is unable to overcome prolonged or severe developmental deficiencies, the child may then be referred to the Committee on the Handicapped. Similarly, children who show accelerated development or giftedness may be referred to the Community Superintendent.

GROSS MOTOR DEVELOPMENT

Gross motor development is demonstrated by the child's ability to move freely in the environment, to use large muscle strength and coordination, and to be aware of general space, personal space, and direction. The child's body image, the capacity to refine concepts of spatial relationships, and a sense of physical well-being are developed through gross motor activities.

There are many opportunities in the early childhood classroom for children to develop and structure gross motor skills. Physical activities for gross motor development include stretching, bending, swaying, curling up, rolling, jumping, catching a ball and beanbag, jumping rope, skipping, hopping, and running.

However, gross motor skills may also be developed in activities that involve the other curriculum areas including mathematics. Activities may be selected to meet the developmental needs of individual children and adapted to curriculum areas, themes, holidays, and seasonal interests.

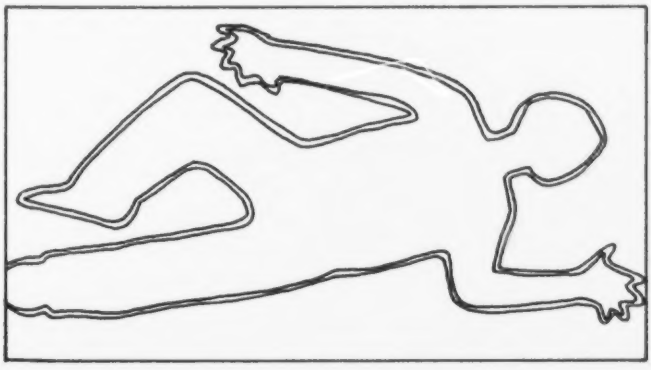
The following activities are only a sampling. Each of these have many variations which involve similar large muscle movements.

Art

Any painting which requires large arm movements will support both gross motor development of the muscles directly involved and hand-eye coordination. The activities may be varied by changing the medium with which the painting is done, the setting in which it is performed, and the theme or subject to which the activity is related.

Children can engage in activities such as the following:

- Paint with water and large brushes on the chalkboard, the sidewalk or the sides of the building. (Children have greater freedom of motion when they stand to paint.)
- Place newsprint over different textures and rub the flat surface of a crayon or chalk over the texture. (This activity may be done outdoors on sewer covers, trees, building walls, or sidewalks.)
- Draw an outline of each other's bodies in various positions on large pieces of paper.



Music

Music can be as focused on gross motor development as physical education. Dancing, free movement, clapping to rhythms, and following specific large movement directions can all be given many variations to develop particular muscles or awareness of body parts and spatial relationships.

Children can engage in the following kinds of activities:

- Sit or lie on the floor, and make their bodies "as hard as stone," using all their muscles. Then relax and become "soft as Jell-O," breathing deeply in and out. Then become only half as hard as before. (At the beginning, start the activity with one part of the body at a time until the children can exercise muscular control.)

- Move slowly, while walking a line, turning around, or standing up from a sitting-down position.

- Pretend to be tightrope walkers in the circus while listening to circus music. (They walk a line marked out for that purpose using a variety of steps: walking steps, heel-to-toe steps and tiptoe steps.)

- Run, jump, skip, hop, and march in time to music following oral directions to take "little baby steps," then "big giant steps," change directions in the circle-"go the other way," or "fly like a bird, jump like a rabbit, walk like an elephant, swing like a monkey, slither like a snake."

- Use rhythm instruments, such as drums, sticks, sand blocks to play in a rhythm band.

- Clap a rhythm pattern using wide arm movements.

- Clap on a missing beat in a rhythm clapped by the teacher.

- Follow demonstrated dance steps such as the polka or other folk dances.

Mathematics

As children learn basic mathematics concepts, the teacher can choose to have children work with large rather than small objects if they need gross motor development. For example, children who are working on the concept of ordering size may also be working on fine motor development if they are manipulating buttons or beads. If they perform the same size ordering process with plastic jugs, or large blocks or even other children, they are building their gross motor skills.

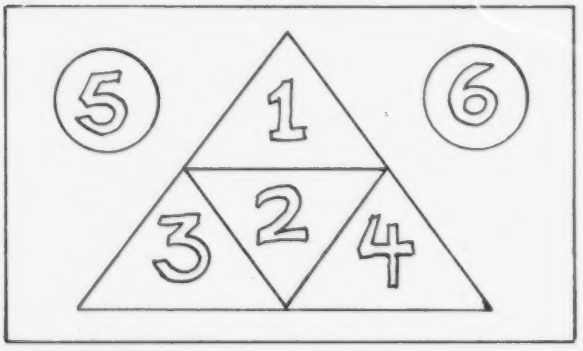
Children can engage in activities such as the following:

- Measure large objects: desks, walls, tables, bookcases, each other--using a long length of string or rope, their foot, their arm from tip of index finger to elbow, even their leg, as the unit of measure.

- Pour sand or water into and out of various large containers of different sizes and shapes.

- Walk or run around the perimeter of a circle, a square, a rectangle or a triangle which has been outlined with tape or chalk in the playyard or classroom.

- Combine counting with size ordering and with identifying shapes and/or reading numerals. Step on a numbered square, circle, triangle as somone counts or as they count for themselves.



Physical Education

There are hundreds of games which help children develop gross motor skillls. In the movement education approach, the teacher asks children to demonstrate large movements by asking questions or giving directions such as, "In how many ways can you touch your head?" "Put three parts of your body on the floor." "Make a 'C' with your body." "Stand in front of your partner." Clearly, these activities also involve cognitive skills as children learn body parts, numbers, letters, and the vocabulary of spatial relationships.

Children can engage in activities such as the following:

. Have children arrange themselves so that they stand in front of, in back of, above/below up/down, on/off, over, under. Identify these relationships with the children. Other relationships: top/bottom, inside/outside, left/right, next to/between, first, middle, last.

. Play Red Light Green Light. (One child is It. When It calls "Red light", the children stand still until the leader calls "Green light." The child who moves after "Red light" is called, becomes It.)

. Play May I? Person giving directions stands at the finish line. Each player in turn asks, "May I take ____ steps?" The player who is It responds with either "Yes" or "No." Some possible steps are Giant Steps, Baby Steps, Umbrella Steps, Running Steps or Jumping Steps. The first one to cross the line and tag the caller is next to be It.

. Pretend to be riding a horse or other animal, and gallop and slide with sound effects. Or pretend to be a horse, elephant, bear, imitating body movements and sounds, reacting to the other "animals."

. Outdoors, kick a ball as far as possible. The use of one leg to kick the ball requires balance on the other leg. If needed, child can hold on for support.

FINE MOTOR DEVELOPMENT

Fine motor development is demonstrated by activities which involve small muscle control and hand-eye coordination. Learning to use fine motor skills is an integral part of the lives of children in any early childhood classroom. Fine motor skills are involved in prewriting activities, manipulating small objects in sorting and classifying, in learning and demonstrating knowledge of body parts and playing games which require use of small muscles and hand-eye coordination. Since it is difficult to separate fine motor skills from ongoing activities, we suggest that teachers become sensitive to identifying ways these skills are utilized in daily activities. Children develop fine motor skills when they engage in such activities as:

- putting together simple puzzles
- painting with a small brush
- drawing and color with crayons, pencils, and chalk
- finger-painting
- folding paper
- using pegboards
- cutting with scissors
- pasting materials
- tracing objects
- using manipulative mathematics materials such as inch cubes, Cuisenaire rods, geoboards, pattern blocks and peg boards
- using a variety of writing tools such as magic markers, crayons, pencils, pens, and chalk
- engaging in finger-play activities and songs
- organizing and sorting materials in the writing center, science center, and math center
- straightening up the collage trays, Lego parts, puzzles

Art

Nearly all art activities involve fine motor skills. Just as in gross motor development, teachers choose a medium which requires fine motor skills. The activity is varied through the theme and subject area and the special emphasis selected by the teacher, as well as the setting in which it is done. For example, the texture rubbing activity selected for gross motor development might be rubbing a section of the building wall, related to social studies and the theme of learning about school. For fine motor skills, the texture rubbing might be of a leaf, related to science and the theme of fall. Fine motor skills are involved in cognitive development, as children classify, sequence, and synthesize their knowledge of themselves and their world in pictures.

Children can engage in activities such as the following:

- Make a collage using torn paper. (If the child has trouble tearing the paper, guide hands so that the child gets the feel of the activity.)

- Cut paper straws and string them to make necklaces.

- Cut between parallel lines which you have drawn on short paper. (The paper should be short enough so that the child can complete the task with one or two cuts. Gradually lengthen the strip of paper and then narrow the pathway. Next, provide the child with a curve to cut.)

- Make short, close cuts (fringe) along a strip of paper to use as grass in an art activity, or to decorate a placemat for snacktime.

- Draw or paint in a designated space on a mural. (After painting the foreground together, give each child a space in which to add small figures to the background.)

- Practice folding paper according to demonstration and oral directions, "take the top two corners and bring them down to the bottom two corners."

- Play in a block corner. (If a child does not build structures spontaneously, provide a model or ask a classmate to demonstrate. As block-building skill is developed, introduce progressively smaller blocks.)

- Use stickers, gummed squares or Colorforms to represent on paper a geometric structure which he or she has first constructed with blocks.

- On a geoboard or nailboard, make designs with colored rubber bands by stretching the bands around the nails. (After a period of exploration with the geoboard, have child duplicate the design in crayon on paper.)

Mathematics

Mathematics requires fine motor skills for sorting, classifying, matching, sequencing, recognizing shapes, counting, and measuring. Manipulative materials such as pattern blocks, Cuisenaire rods, inch blocks, Invicta scales, tangrams, and attribute blocks are suitable for these activities. Ideally, the learning of shapes is ideally combined with learning colors and counting. As previously suggested, these activities may also be used to support either fine or gross motor development while building cognitive skills and language acquisition.

Suggested materials: buttons, bottle tops, beans, straws, pictures cut from magazines, toothpicks, shells, pine cones, chairs and tables in the classroom, beads, unifix cubes.

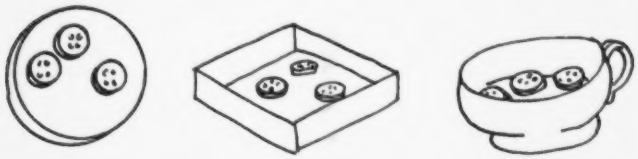
Children can engage in activities such as the following:

. Sing finger-plays involving number words combined with showing the numbers with fingers.

. Copy shapes onto paper using finger-paints, paints, crayons, or magic markers.

. Use pegboards to make number matches, geometric designs.

. Count the same number of objects (beans, buttons, bottle tops, etc.) onto each one of several "counting areas" (paper plates, small plastic cups, pieces of colored construction paper or small boxes.)

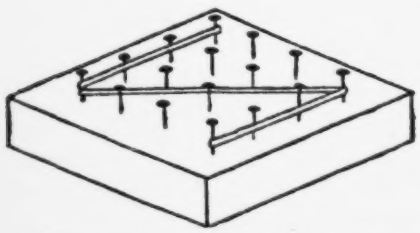


. Arrange paper cups labeled with the numerals 1 through 10 in sequential order. Then count a corresponding number of small objects into the cups.

Communication Arts

. Trace over thick horizontal lines on the chalkboard, using thick colored chalk. (Gradually make the lines of the model thinner. Then use a series of dashes for the model, then dots. When able, child duplicates on paper the model provided on the board. Finally, use curved lines as the model.)

. Form a letter on pegboard with yarn around wooden pegs;



. Finger-trace sandpaper letters while naming them.

. Trace letters in sand or finger paint.

COGNITIVE DEVELOPMENT

Concepts are best developed in an environment that encourages interaction both with peers and adults, and with materials. Although concepts cannot be taught directly, they can be nurtured in an environment that stimulates active inquiry, as children make discoveries through spontaneous play and planned experiences. Young children take great pleasure in imaginary and dramatic play, as well as in making sense of the 'real' world as they encounter it. Cognitive skills can be developed throughout the day as children engage in work and play. We are far from learning and categorizing all the various cognitive skills, although we recognize their interrelatedness. This resource selects several basic areas, closely related to the screening requirements, to serve as illustrations. These are sorting, classifying and categorizing, sequencing, recall, and acquiring basic information (such as names of parts of the body, colors, numbers, and one's name and address. Such basic information assumes the teacher is providing any missing information to the child in informal ways, and asking the child to express that information through learning activities.)

Sorting, Classifying, and Categorizing

All children are familiar with sorting and classifying. They engage in such activities when they brush their teeth, select the clothes they wear, when they recall the name of the grocer and when they decide what flavor of ice cream to eat. They are constantly forming groups, looking at relationships within and among groups. Similar activities to encourage clear and logical thinking can be found in planned and spontaneous experiences in and out of the classroom. Children are sorting and classifying when they select art materials, put away materials in the proper places, and choose costumes from the dress-up corner, or observe the world around them on a class walk.

Mathematics provides especially rich opportunities for sorting and classifying concrete objects. The activities already presented for gross and fine motor skill development also involve sorting and classifying, sequencing and acquiring basic information (number names and number recognition). For mathematics activities, refer to the previous sections. The activities included here as samples will be interdisciplinary.

Interdisciplinary

Children can engage in activities such as the following:

Class Walk. (Before leaving the classroom, teacher sets purpose of the walk with children--looking for signs of fall, noticing everything red, nature in the city, different kinds of jobs.) When they return, children:

- Talk about what they found with the particular attribute.

- Use paper and crayons to draw pictures of the objects with the attribute they were looking for.

- Make up categories for listing what they observed--people, animals, buildings, forms of transportation.

Sorting by Senses:

- Taste: Collect an assortment of foods to taste that are sweet, sour, spicy, and salty, such as pickles, potato chips, cookies, lemons, cloves, cinnamon, and popcorn. The children taste small pieces of each food and describe each taste as sour, sweet, spicy, or salty.

- Touch: Place an assortment of objects into a bag. A child places his or her hand into the bag, selects an object without looking at it and describes the object while it is in the bag. The child describes the attributes he or she feels -- texture, shape, weight, size.

- Hearing: Collect an assortment of rhythm instruments. Ask children to close their eyes and identify each instrument as it is struck or played. Or play recordings of instrumental music. Ask children to identify the instruments. Or with eyes closed they identify the voices of classmates.

- Smell: Children can focus on the sense of smell by identifying the items that have been placed in small jars.

Art

Almost all art work involves the sorting and classitying of materials as children find brushes and paints in their proper places, mix colors, select materials for collages, and put materials away. Directions to choose specific kinds of materials, specific shapes, or colors, reinforces classifying.

Social Studies

- Select pictures or draw pictures related to social studies themes. transportation, workers in the school, the family, pets, medical services, city workers, the neighborhood.

- Set up a simulated shopping area and classify items to stock the various store. (When stores are open a child acts as clerk and fills other children's orders.)

Science

. Collect leaves, seeds, flowers and sort them by kind.

. Collect living and non-living things (or pictures) and sort them into living and non-living groups.

. Sort non-magnetic and magnetic objects by using a magnet.

. Sort objects that float and objects that sink.

Communication Arts

Classification is a vital beginning reading skill. Classifying and sorting lead to organized thinking, which strengthens associations between objects and meanings, and eventually between objects and words. Emphasis should be on discovering the requirements for a specific category.

Children can engage in activities such as the following:

. Choose the picture which is unrelated to the others from a group of three or more related pictures.

. Take turns adding specific items to two or more categories. (Category is called out and child answers in turn.)

. Cut out pictures from magazines in categories and make a booklet with a section for each category: things found in the home; things found in the park; foods; clothes; vehicles.

Sequencing

Sequencing includes the recognition of patterns, whether they are in nature, a number sequence planned by a teacher, or a string of beads made by a child.

Interdisciplinary

Children can engage in activities such as the following:

. Make timelines of personal events with pictures or photographs.

. Reassemble cartoon frames which have been cut apart back into sequential order.

. Create storyboards for literature the teacher reads aloud or storyboards of a class walk or visit to the firehouse.

. Describe the sequence of following a receipe. (You may want to make a chart to aid children in describing a sequences of three or more steps. Other children can then use the chart as visual directions.)

. Follow a repetitive pattern with varied beads, blocks, pieces of macaroni; continue the same design, predicting what will come next.

Recall

Recall is a part of almost every activity as children general build their knowledge and skill. However, recall may be reinforced in activities in which the children understand that remembering is the purpose of the activitiy.

Interdisciplinary

Children can engage in activities such as the following:

. Recall a story and retell it.

. Listen to a description of a classroom object, guess what the object is and then repeat as many of the items that were given in the description as they can recall.

. Play a game in which each child is required to add an item to a list and then repeat the entire list: "I am going to the store to buy milk." "I am going to the store to buy milk and bread. (The third child has to name three items. When a child cannot remember, start naming things over again.)

. Play "What's Missing?" (Display several items or picture cards. Give children time to identify and then ask them to close their eyes. Remove one item or picture. Children guess what is missing.)

Acquiring Basic Information

Young children absorb information at a phenomenal rate. Much information will be acquired in the course of the child's development through learning experiences in school and at home. However, children cannot acquire information unless they are exposed to it. Teachers can ensure that their regular program gives children opportunities to learn information such as: names of colors, numbers, letters, parts of the body, their own names and addresses. Listed below are selected illustrations of activities for parts of the body and colors.

Body Parts Mouth, Eye, Nose, Ear, Neck, Chin, Elbow, Shoulder, Ankle, Hip, Wrist.

Young children show their interest in the human body in many ways. Both boys and girls become aware of how their bodies function as they build in the block area, pour sand from one cup to another, push a truck across the road built in the block area, climb the jungle gym, scribble on the drawing book, and cut the apples for snack time. They notice who is the tallest person in the room, the shortest, who has brown eyes, who wears bracelets or watches, and who got a haircut. The teacher can utilize this natural curiosity about the body to help children learn about the body as a part of the ongoing curriculum.

Children can engage in activities such as the following:

. Sing songs and recite poetry that involve body parts.

<u>On My Head</u>

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap - one, two, three.

. Play <u>Simon Says</u>, naming body parts.

. Respond to questions about body parts as children engage in running, hopping, throwing, catching. (Activities such as those in the Gross Motor Development section may also be used to reinforce the names of body parts.)

Colors

Note on Checking for Color Blindness

Observe children to see if they have difficulty distinquishing between red and green, or blue and yellow. Difficulty in making these distinctions indicates the possibility that a child may be colorblind.

One simple test is to take a shape or number that the child knows and draw it in red on a piece of paper. Do the same on three other pieces of paper using green, blue, and yellow to color in the shape. Draw a circle around each shape and fill in the background of the blue figure with yellow, the yellow figure's background with blue, the red figure's with green, and the green figure's with red. Draw the shape of the figure on the blackboard and ask the child to name it. Then show the colored pieces of paper and ask if the child sees a figure or shape in the circle.

If the child cannot distinguish a figure, the child needs to be examined by a professional opthamologist for color blindness. The child cannot demonstrate mastery of color without the ability to differentiate between certain colors. However, a child who is colorblind with one pair of colors, may be able to distinguish other pairs of colors.

When colorblindness is not an issue, children naturally learn to recognize colors and the names of colors through their daily activities.

Children can engage in activities such as the following:.

.Line up or form groups by colors:
- All children wearing something blue line up.
- All children wearing something yellow line up next.
- All children wearing red go to the block corner.

. Bring in objects of a particular color to add to display on a "Color of the Week "table. (Each week, select another color and collect objects of that color.)

. Sing songs involving colors.

. Discuss the pictures they have painted, focusing on the colors they used. (Also have children paint "red pictures," "blue pictures.")

. Sort objects by color into containers marked with the colors to be sorted.

. Make color scrapbooks.

RECEPTIVE AND EXPRESSIVE LANGUAGE

Much research has examined the connections between language and thought. Children's talk, when recorded and analyzed, shows how children use language as verbal representations of their past and present experiences and for mental gymnastics such as arranging, compiling, combining, evaluating and formulating. Whether the words a child knows influence the verbal thinking, or vice-versa, the implications for teaching are the same.

- Teachers need to provide continuous exeriences for developing children's thinking. Children are active participants in the thinking process. They need varied opportunities for becoming independent thinkers.

- Young children need firsthand experiences to select and acquire new information, and integrate forms of knowledge into understanding.

- A rich learning environment in the classroom and an extended learning environment beyond the classroom walls can give children materials and resources for questions, hypotheses, information acquistion, problem-solving and the development of new insights.

In the well-planned classroom environment, children's use of language flourishes naturally. Each verbal interaction between teacher and child, and between children, stimulates ongoing growth in language profiency. Even as basic language develops, speech is used for several different functions.

- Instrumental language: "I want" or "I need."

  - To satisfy needs or desires.
  - Very often it takes the form of a request.

- Regulatory language: "Do this" or "Stop it!"

  - To control the behavior of other people.

- Interactional language: "Let's play" or "You and me."

  - To establish and define social relationships; to participate in social exchange.

- Personal language: "Here I am."

  - To express one's individuality; to give personal opinions and feelings.

- Imaginative language: "Let's pretend."

  - To express fantasies; to create an imaginary world.

- Heuristic language: "I wonder why"

  - To find out about things, to ask questions; to seek information.

- Information language: "I've got something to tell you."

  - To give information.

Children require opportunities to explore all these language functions so they can communicate as human beings. No matter what the activity, theme or curriculum area, the role of the teacher is to enable children to think and talk about their experiences: to discuss, disagree, question, inform, and share. As in other curriculum areas, the communication arts are presented to children through integrated, multisensory experiences, combining listening, speaking, reading, and writing.

The language of a song, like the language of a book or poem, creates a structure which may inspire children to generate oral and written language.

Working with art materials, children talk about the physical properties of the materials--color, texture, consistency--and describe what they are doing. "I made a picture of you, standing in the grass," explained Ali. "It's raining and you are holding three balloons. Two of them are laughing and one balloon isn't laughing." Children's representational artwork often gives children a focus for description. Puppets made by children permit additional situations for children to express feelings and recreate their world spontaneously.

When children sort bottle caps and buttons, or when they plant lima beans, they naturally express discovery and delight. Language aids learning as children explore the world and find their places in it.

Children who are read to each day develop good listening skills while they learn to appreciate and experience the literature of our culture and other cultures of the world. As children listen to the written word, they follow the sequence of a story line, learn new words and concepts. In order for this learning to be assimilated, children must have opportunities to express their thoughts and feelings. In any language activity receptive and expressive language are integrated.

This integration is demonstrated when children begin to learn to write. Children use their growing vocabularies and repertoire of language skills in many contexts. They discover that print has function and meaning. They experience the connections between listening, speaking, writing, and reading--a holistic view. When children are writing, the teacher is concerned not only with the process but in how the completed work can be used to encourage additional language. Writers need audiences. Audiences listen in order to react, retell, reflect, ask questions, and share the meaning of the author's text.

Children can engage in activities such as the following:

Receptive Language	*Expressive Language*
. Read to the children from picture-storybooks which have repetitive lines.	. Say the repetitive lines at the appropriate times in the story.
. Take children out-of-doors to listen for sounds - birds, trucks, wind, insects, noises in the environment.	. Children talk about the sounds they heard, reproduce some of the sounds and talk about who or what makes a particular sound.

Receptive Language (continued)	*Expressive Language (continued)*
. Play records and have children listen for directions of movement.	. Children demonstrate understanding by moving according to the directions. Repeat the directions to other children.
. One child uses a puppet to ask other children their first and last name and address.	. The child answers the puppet's questions and asks the puppet questions about itself.
. Children show pictures of themselves to classmates and tell something about themselves.	. Children ask questions to elicit more information. They tell or write about themselves.
. Teacher asks question about child's experience and ideas for an <u>ALL ABOUT ME</u> book and writes for the child. Reads with the child until the child can "read" it back.	. Then children can create <u>ALL ABOUT ME</u> books with name, photos, and something special about themselves. Children dictate or write their personal experiences in and out of school and read them with the teachers help. Periodically, children share their books with a small group of classmates.
. Child pantomimes an action while other children watch.	. Children explain the action which was pantomined. Describe another action for another child to pantomine.
. Teacher talks about a recent personal experience.	. Children retell one of their personal experiences.
. Show picture books without words.	. Children develop a story based on the pictures and tell how each picture fits into the story.
. Teacher shows an action sequence on a set of picture cards.	. Children explain the sequence and how each picture is related to it.
. Teacher provides opportunity for children to use their imagination, by asking questions such as "What would happen if_____? -the sun shone all night -it never snowed -we could live under water -everything were the same color	. Children elaborate their own ideas.

Receptive Language (continued)	*Expressive Language (continued)*
. Teacher reads or tells a story and stops before the ending.	. Children make up and tell an ending to the story.
. Teacher shows pictures and reads accompanying captions. Then teacher shows pictures without captions.	. Children make up captions for the pictures.
. Child describes an object in the room.	. The first child to name it correctly describes another object.
. Teacher reads a story in which the characters run into trouble.	. Children brainstorm as many solutions as possible to the problem. Then decide on a course of action and tell the story with the characters carrying out that decision.
. Teacher reads stories and nursery rhymes.	. Children dramatize familiar stories or nursery rhymes. Also, write or dictate their own stories and poems about the further adventures of the character in the poem or story.

ARTICULATION

Articulation is the correct reproduction of sounds. In the screening process it did not matter if the child could or could not correctly identify the picture. Rather, what did matter was whether or not the child could reproduce the sounds that, when put together, form language. Children learn to articulate correctly by listening, observing, and imitating--receptive and expressive language activities.

Many young children do not produce certain sounds correctly because of infantile articulation. Most of them master these sounds in time. If the teacher notes children who need additional help, these children should be encouraged to sing songs, recite nursery rhymes and have many other opportunities to listen and speak. All the activities for receptive and expressive language are appropriate for articulation activities.

EVALUATION FORM

I CAN DO IT!: A CHAPTER 53 RESOURCE FOR EARLY CHILDHOOD TEACHERS

Division of Curriculum and Instruction
Office of Curriculum Development and Support
Early Childhood Education Unit

Please return to: Morris Freedman, Director
Office of Curriculum Development and Support
131 Livingston Street, Brooklyn, New York 11201

Name: _____ School: _____

Title or Position: _____

1. Was I Can Do It! helpful to you in your teaching? If not, what type of information did you need?

_____

_____

_____

2. Did I Can Do It! help you to understand how to integrate skill development in the classroom? If not, what other suggestions do you have?

_____

_____

_____

3. Which of the suggestions for activities were most helpful? Did you adapt these activities in original ways? If so, how?

_____

_____

_____

4. In implementing suggested activities in your classroom, have you found ways of involving parents and caregivers? If not, what further details would be needed?

_____

_____

_____

5. Which sections of I Can Do It! did you find most useful for helping children achieve proficiency in skills? Why?

_____

_____

_____

6. What changes would you like to see in a new edition?

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